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ABSTRACT

The Student Utah Education Association has prepared a set of 21 recommendations for improvement of teacher education at both university and public school levels, with brief notes on the rationale behind each and the action which should be taken. Those relating to teacher education institutions include: the establishment of student-faculty or student-teacher councils, student participation in course selection, instructors with recent experience in teaching students and working with children, early and realistic first-hand practical experience, new emphasis on clinical demonstrations of teaching skills and styles, elimination of traditional grading procedures and the development of new forms of evaluation, positive recruitment of desirable students, diverse paths to the basic teaching certificate, greater college-school cooperation, student participation in the accreditation of teacher education institutions, properly supervised internships, and greater efforts to attract minority members into teaching. The recommended standards for public schools are: 1) student participation in the selection of cooperating teachers, 2) grievance procedures in connection with laboratory experiences, 3) guidelines describing teaching process for student teachers, 4) remuneration for student teachers, 5) limitation of class size for first practice teaching, and 6) establishment of communication machinery for student teachers. (MBM)

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# RENEWAL IN TEACHER EDUCATION:

## Proposals for Improvement by the Student Utah Education Association

## Working Papers

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## Introductory Statement

Upgrading teacher education programs at both the university and public school levels has been the concern of many, including the students. Although studies of the situation have been made, certain central issues have not been adequately explored.

It is understandable that education majors are in a position to recognize the proficiencies and discrepancies that exist in their preparation for teaching. Students, in their unique roles as "consumers", have taken the initiative through their Student Education Association to draft several relevant proposals to bring about needed changes.

The support we seek for our proposals on teacher education are:

1. A FORMAL RESOLUTION OF SUPPORT IN STUDYING THE PROBLEMS PRESENTED BY THE STUDENTS.

2. FINANCIAL AND ADMINISTRATIVE SUPPORT IN CONDUCTING A PROGRAM IN THE COMING WEEKS AIMED AT ADOPTING AND IMPLEMENTING THE PROPOSALS RECOMMENDED BY THE STUDENT EDUCATION ASSOCIATION.*

*There are six specific programs the SEA would recommend be conducted between January 1970 and December 1970, but the top priority goes to the program suggested in #2 above. Other programs deal with a special leadership training workshop; a clinic dealing with professional matters in teaching today; a conference designed to identify and resolve some of the key obstacles to teaching and learning in the public schools today; a special program dealing with openness and communication in the schools; and a program getting at the major social problems of youth today.

## RECOMMENDATIONS

### I. TEACHER EDUCATION INSTITUTIONS

1. Student-faculty councils or student-teacher councils, with voting rights for all participants, should be established so as to institutionalize the students' voice, commitment and involvement.

2. Teacher education students need a responsible voice in the selection of courses, course content, course procedures and other program experiences.

3. Instructors and professors teaching clinical courses in these institutions must have experience in teaching students and working with children. Further experiences must be kept up to date through periodic renewal teaching experiences.

4. There must be realistic first-hand experiences early in the teacher-education program.

5. There is a need for new emphasis on practical and clinical demonstrations of teaching skills, behaviors and styles.

6. Traditional grading procedures and other procedures which inhibit risk taking and open learning by students in teacher education programs should be eliminated for those programs.

7. New forms of evaluation of student teaching must be developed with participation of student teachers.

8. New efforts of establishing positive, creative and exciting learning experiences should be made.

9. Strong positive recruitment efforts must be made to attract the best students for teaching.

10. Diverse paths to the basic teaching certificate must be established.

11. Teacher educators at the universities should involve the teachers in the schools more directly in the teacher education program.

12. The letters of recommendation written by the university and school supervising teachers must be open to the student teacher.

13. Education students need to be given a participating role in the accreditation process affecting teacher education institutions.

14. Internships must insure proper professional supervision and coordinated seminar experiences.

15. SPECIAL recruitment efforts need to be made to attract minority members into teaching.

II. PUBLIC SCHOOLS: The following minimum qualitative standards need to be established.

1. There must be a set of qualitative standards by which school cooperating teachers are chosen, and education students must be involved in choosing these standards.

2. Student teachers need a grievance procedure to call attention to unfavorable conditions and/or practices encountered during laboratory experiences.

3. Guidelines describing the teaching process should be established for the student teaching experience.

4. Student teachers should receive remuneration for providing a service to a public school institution.

5. Reasonable class size limitations must be established for student teachers' first practice teaching experience.

6. Student teachers need to organize communication machinery for voicing their concerns.

## RATIONALE FOR RECOMMENDATIONS AND ACTION NECESSARY

### I. TEACHER EDUCATION INSTITUTIONS

**RECOMMENDATION #1** STUDENT-FACULTY COUNCILS OR STUDENT-TEACHER COUNCILS, WITH VOTING RIGHTS FOR ALL PARTICIPANTS, SHOULD BE ESTABLISHED SO AS TO INSTITUTIONALIZE THE STUDENTS' VOICE, COMMITMENT AND INVOLVEMENT.

**Rationale:** Teacher Education students need to speak for themselves. Historically, they have been excluded from meaningful participation in the development and practice of the programs that directly affect them. This exclusion is even more inappropriate in view of the rising militancy among teachers today who are demanding a voice in their occupational futures.

For all practical purposes, all Education students' organizations are affiliated with the National Education Association, and in most states these associations have expended their energies in a "stepchild" role, imitating their respective state education association's policies and behavior. At this stage of the professionalization drive in teaching it is imperative that Education students move beyond echoing their parent organizations and resolution-passing. Education students now realize they are the ones who must take the initiative to break the cycle of tradition and exclusion from decision-making.

**Action:**

1. Strong endorsement of Recommendation #1.
2. Advice on procedural strategies in those teacher education institutions that have no education students' council or student faculty council.

**RECOMMENDATION #2** TEACHER EDUCATION STUDENTS NEED A RESPONSIBLE VOICE IN THE SELECTION OF COURSES, COURSE CONTENT, COURSE PROCEDURES AND OTHER PROGRAM EXPERIENCES.

**Rationale:** Too many education students see the set of certification requirements as a set of "hurdles" they must overcome. They find no means open to them to communicate their views, to introduce fresh thought and new relevant suggestions to break the cycle of tradition. Many current teacher education programs are loosely organized and filled with needless duplication. Some programs attempt to do too much; others leave large gaps in the student teachers' experiences.

**Action:**

1. Strong endorsement of Recommendation #2. This to be accomplished through the councils established in Recommendation #1.

RECOMMENDATION #3 INSTRUCTORS AND PROFESSORS TEACHING CLINICAL COURSES IN THESE INSTITUTIONS MUST HAVE EXPERIENCE IN TEACHING STUDENTS AND WORKING WITH CHILDREN. FURTHER, THESE EXPERIENCES MUST BE KEPT UP TO DATE THROUGH PERIODIC RENEWAL OF TEACHING EXPERIENCES.

Rationale: This is self-evident. Practical experience is necessary to the mastery of skills of a clinical nature. And since experience serves as a major means of discovery to refashion clinical practice, it is imperative for teacher educators to maintain close ties through direct work with young people. This can be done through demonstration centers that can be established cooperatively between universities and school districts.

Action: Endorsement of Recommendation #3.

RECOMMENDATION #4 THERE MUST BE REALISTIC FIRST-HAND EXPERIENCES EARLY IN THE TEACHER EDUCATION PROGRAM.

Rationale: The present program designed to introduce the Education student to his only practical work experience in the senior year is unacceptable. If a student is going to fail as a teacher or in anyway dislike the profession, he should know early in the program. In this way it is not too late to change his field of study and work toward something else that he would be better suited for. Perpetuating the present system will only continue to encourage incompetance as a result of not being able to do something else at this late stage.

Action: Endorsement of Recommendation #4.

RECOMMENDATION #5 THERE IS A NEED FOR NEW EMPHASIS ON PRACTICAL AND CLINICAL DEMONSTRATIONS OF TEACHING SKILLS, BEHAVIORS, AND STYLES.

Rationale: There has been a major breakthrough in the past few years in the areas of micro-teaching, identifying elements of the teaching act, developing behaviorally-stated objectives and positive methods for establishing a democratic climate in the classroom. All of these products of recent research need to be offered to the student teacher in the form of demonstration and practice.

Action:
1. Endorsement of Recommendation #5.
2. Provide funds for re-training of teacher educators in the universities and public schools who lack these skills.

RECOMMENDATION #6 TRADITIONAL GRADING PROCEDURES AND OTHER PROCEDURES WHICH INHIBIT RISK TAKING AND OPEN LEARNING BY STUDENTS IN TEACHER PROGRAMS SHOULD BE ELIMINATED FROM THOSE PROGRAMS.

Rationale: The letter grading system traditionally employed in practice or clinical type classes must be replaced by demonstrations or certain levels of competence by the student teacher. The formality that historically has existed between teacher and learner must be broken down. All arbitrary and intimidating devices open to the instructor must be removed. The student teacher who has been recruited and accepted into the program according to qualitative criteria must then be trusted to make his best efforts to master the competencies he will need to become a good teacher. In place of the letter grade traditionally given student teachers in any phase of their program, there needs to be a written evaluation. A very specific evaluation would help the student understand his strengths and needs. (It should be self-evident that the student must see this evaluation and be able to comment). The move among the most advanced teacher education programs in the country (University of California at Davis, for example) is toward a self-evaluation style. Judgments of competency and adequacy coming constantly "from the top" can elicit dysfunctional fears and foster attitudes of dependence.

Action:
1. Endorse the principle in Recommendation #6.
2. Provide funds for a study of current evaluation procedures, a redesigning of the evaluation forms, and procedures and the establishment of a pilot program employing all these procedures.

RECOMMENDATION #7 NEW FORMS OF EVALUATION OF STUDENT TEACHING MUST BE DEVELOPED WITH PARTICIPATION OF STUDENT TEACHERS.

Rationale:
1. The points that must be emphasized include: initiative, creativity, ability to individualize instruction, positive skills in communicating and involving students, ability to get kids excited about learning. Teaching skills appropriate to the student teacher's subject must be part of the evaluation form. For example, history and English teachers must demonstrate questioning skills of creating student involvement, motivating students for a new topic and clarity of communication.
2. The evaluation forms traditionally employed are essentially designed to ensure a conformist type new teacher who will go into the school and perpetuate the system. These must be drastically revised. One's personal appearance, for example, is one's personal business. The emphasis on good grooming has been a reflection of mistrust and middle class requirements. One's professional consciousness is normally assessed by the number of PTA meetings he attends.

Action: Endorse #7. Funds from Recommendation #6 will cover the revision to be accomplished.

RECOMMENDATION #8 NEW EFFORTS OF ESTABLISHING POSITIVE, CREATIVE AND EXCITING LEARNING EXPERIENCES SHOULD BE MADE.

Rationale: The teacher education program at Level I must move away from the static concept of packaging all the learning experience into "courses". Some essential learning experiences may be provided during a weekend workshop, or special lab settings. The experiences must move beyond logic, intuition and tradition as their bases. Research findings must be employed to form the base of the new teacher education programs.

Action: Strong endorsement of Recommendation #8.

RECOMMENDATION #9 STRONG POSITIVE RECRUITMENT EFFORTS MUST BE MADE TO ATTRACT THE BEST STUDENTS FOR TEACHING.

Rationale: The teacher education programs are generally passive in their appeal. In many places, incompetent, insecure, authoritarian persons are attracted to teaching. This is no longer acceptable. Teaching demands the most imaginative, courageous, aggressive, and open kinds of persons. These people must be actively recruited in high schools and on college and university campuses. We need to change the teaching image.

Action: Provide funds for pilot efforts in the direction of developing recruitment brochures for two or three university campuses in the state. These will be written by student teachers already oriented toward the new directions of teacher education.

RECOMMENDATION #10 DIVERSE PATHS TO THE BASIC TEACHING CERTIFICATE MUST BE ESTABLISHED.

Rationale: Diversity and option are not by-words in connection with teacher education programs. There ought to be at least three choices open to prospective teachers; e.g., the new open, humanistic teacher education program; the behavioristic laboratory-type program; and the traditional program that he has merely grown up randomly. All three options could be built on their own unique theoretical bases and attempt to develop their own unique product.

Action: Provide money for establishing at least one new and qualitatively unique teacher education program in the state of Utah to be instituted in the fall of 1970.

RECOMMENDATION #11 TEACHER EDUCATORS AT THE UNIVERSITIES SHOULD INVOLVE THE TEACHERS IN THE SCHOOLS MORE DIRECTLY IN THE TEACHER EDUCATION PROGRAM.

Rationale: The historical teacher education practices of university and college supervisors working directly with student teachers in the public schools is a form of neo-colonialism. New efforts must be made to turn over the primary job of supervision of student teachers to practicing classroom teachers. However, these public school teachers must first be carefully selected on the basis of qualitative criteria, and, secondly, participate in a Level II teacher education program to be provided by the colleges and universities. Many universities now provide one course on the supervision of student teachers, but this is inadequate.

Action: Provide funds for planning the establishment of: 1) this new mode of teacher education and, 2) a new Creative Teaching Center.

RECOMMENDATION #12 THE LETTERS OF RECOMMENDATION WRITTEN BY THE UNIVERSITY AND SCHOOL SUPERVISING TEACHERS MUST BE OPEN TO THE STUDENT TEACHER.

Rationale: The student teacher must not only see the evaluations written on him, but he must also participate in the evaluation. He should be given a space to present his comments and signature at the bottom of the evaluation form. He should then be given a copy of the letter.

Action: Strong endorsement of this recommendation.

RECOMMENDATION #13 EDUCATION STUDENTS NEED TO BE GIVEN A PARTICIPATING ROLE IN THE ACCREDITATION PROCESS AFFECTING TEACHER EDUCATION INSTITUTIONS.

Rationale: Who is more directly affected by teacher education programs than the student teacher? The unfortunate unprofessional reality that accreditation teams currently exclude practicing classroom teachers should not preclude student teachers from being represented through their legitimate organizations.

Action:
1. Strong endorsement of this recommendation.
2. Forwarding of this recommendation, along with the committee's statement of support to the National Council for Accreditation of Teacher Education.

RECOMMENDATION #14 INTERNSHIPS MUST INSURE PROPER PROFESSIONAL SUPERVISION AND COORDINATED SEMINAR EXPERIENCES.

Rationale: The use of the internship as an unsupervised, low-cost form of inducting new teachers is unacceptable. Student teachers would be better advised to accept employment under a provisional credential than to work as an intern if the program does not provide integrated opportunities for evaluation, demonstration, improvement and growth.

Action: Investigate all current internship programs being conducted in the state and examine the qualitative controls being employed to guarantee program success.

RECOMMENDATION #15 SPECIAL RECRUITMENT EFFORTS NEED TO BE MADE TO ATTRACT MINORITY MEMBERS INTO TEACHING.

Rationale: There is evidence that the schools are predominately middle-class institutions which have not only not facilitated social mobility among minorities but have even contributed to their disaffection and disadvantaged state. The self-image of many blacks, Chicanos, native Americans and other minorities usually does not include a college degree and teaching as a career. Teacher Education institutions have a societal responsibility to provide special opportunities for minorities in order to overcome these historical, institutional and social constraints.

Action: Support efforts of those teacher education programs in the state which are studying the problem and searching for solutions.

II. PUBLIC SCHOOLS -- The following minimum qualitative standards need to be established:

RECOMMENDATION #1 THERE MUST BE A SET OF QUALITATIVE STANDARDS BY WHICH SCHOOL CO-OPERATING TEACHERS ARE CHOSEN, AND EDUCATION STUDENTS MUST BE INVOLVED IN CHOOSING THESE STANDARDS.*

Rationale: Administrative convenience or numerous years experience are not valid basis for the selection of co-operating teachers from the public schools. Until differentiated staffing can become a reality in the teaching field, the following minimum criteria ought to be employed:

1. Demonstrated commitment to openness, innovation and experimentation.
2. Demonstrated skills at individualizing instruction, involving students in planning and in obtaining student co-operation.
3. Evidence that he is regarded in a positive manner by students.
4. Demonstrates trust of students.
5. Is willing to allow the student teacher to try new ideas and make his own mistakes.

In time, teachers who are interested, and qualify, ought to participate in teacher education programs, arranged through cooperative efforts of the university and the public schools, and obtain a special classification of "supervising teacher" insuring the above competencies. Only by achieving such a designation would a classroom teacher be made eligible to work with student teachers. Efforts to develop such a program should be begun immediately.

*Generally, the Guide for Student Teaching, developed by the Utah State Board of Education, and published in January of 1968, suggests satisfactory guidelines for cooperating teachers. Several of the suggestions are vague, however, and no means are provided for guaranteeing the implementation of these standards.

RECOMMENDATION #2 STUDENT TEACHERS NEED A GRIEVANCE PROCEDURE TO CALL ATTENTION TO UNFAVORABLE CONDITIONS AND/OR PRACTICES ENCOUNTERED DURING THE LABORATORY EXPERIENCE.

Rationale: Many classrooms represent conditions which are physically and mentally unhealthy. Large groups of students are "tracked" together, in need of a competent professional psychologist--not an authoritarian taskmaster. No positive learning can take place in these conditions and the student association - local, regional, and national - should take a public stand to make known these deplorable conditions to which many students are subjected.

RECOMMENDATION #2

Rationale: (Cont.) The only recognized historical method for student teachers to register professional protests against illegal or inhumane conditions in the public schools which have come to their attention is to tell their university supervisor (if he is amenable to complaints) or to tell friends, or other student teachers. In order to survive the program, one learns not to complain too loudly. A new day is here. Now it should be possible for student teachers to voice their legitimate concerns and have them acted on by appropriate authorities.

Action: Provide funds for staff and materials for a student teacher newsletter which can facilitate communication, with an aim toward eliminating these unacceptable conditions.

Provide money to arrange a committee of education students with facilities for coordinating and communicating collegial concerns.

RECOMMENDATION #3 GUIDELINES DESCRIBING THE TEACHING PROCESS SHOULD BE ESTABLISHED FOR THE STUDENT TEACHING EXPERIENCE.

Rationale: Specific teaching skills must be identified and appropriate acceptable levels of competence established. There must be a clear distinction made between the technical skills of the teaching act and the teacher role, or teaching style, that includes a positive approach to control and discipline and democratic problem solving. The student teacher is often at a great disadvantage since he does not know what criteria are being used to evaluate his work. He has no clear notion of goals and therefore finds himself struggling in the dark.

Action: Support new programs which attempt to clarify teaching skills and specific elements of teaching style. Provide money and publicity for such programs. (One example: Dr. Asahel Woodruff's social studies program at the U of U).

RECOMMENDATION #4 STUDENT TEACHERS SHOULD RECEIVE REMUNDERATION FOR PROVIDING A SERVICE IN A PUBLIC SCHOOL INSTITUTION.

Rationale: If a student teacher is judged to be competent enough to assume responsibility for a classroom of students in a public school, he ought to be paid, at least a modest sum, for those services. Certainly, he should not be required to pay a fee of any kind in connection with his student teaching. The payment to the student teacher must not come from funds provided the cooperating teacher. Inducting new teachers into the field is not an optional function. It is a professional responsibility. Therefore, major school

RECOMMENDATION #4

Rationale: (Cont.) districts in proximity to teacher education institutions should be obligated to take a certain quota of student or intern teachers each year.

The focus of the student teacher's service is the public school, and not the institution from which he comes; private institutions' condidates would be eligible for the same remuneration.

Funding will be a major obstacle in implementing this recommendation, but local, state and federal funding must be obtained, according to the facts. For example, if BYU, a private institution, issues 1,500 teaching certificates each year, and the majority of these individual recipients leave Utah, the funding source for those new teachers who leave ought to be the federal government.

Action: Develop legislation in accordance with this recommendation.

RECOMMENDATION #5 REASONABLE CLASS SIZE LIMITATIONS MUST BE ESTABLISHED FOR A STUDENT TEACHER'S FIRST PRACTICE TEACHING EXPERIENCES.

Rationale: One ought to have every opportunity, within reason, during his student teaching experience to learn all the skills and competencies he will need to know as a teacher. If he can learn these skills and demonstrate them with a reasonable class size, he will be able to generalize these abilities to larger groups. As a rule, student teachers should work with 15-25 students.

Note: In a more workable and ideal teacher education program, student teachers would progress from micro-teaching experiences to controlled, live classroom experiences, to a final internship working with the conventional size class in the public schools. The larger question of standards for class size is one that would properly be taken up by full-time teachers. This is, in fact, another issue.

## OTHER RELEVANT ISSUE

Since education students are planning on careers in teaching, they must in time concern themselves with the other issues and problems in their chosen field. Below are listed some of these concerns under "in-school" and larger professional areas. There are over 100 of these problems that have been identified, but only a handful in each area are listed here to provide some flavor of the direction of the students' thinking. In time, conferences could be held and work be done on these problems to begin to bring them to a resolution.

1. In-School Concerns

   a. Tracking of students according to IQ scores is a practice producing negative effects and should be discontinued.

   b. Class size of 35-40 students is, for the most part, disfunctional and should be lowered.

   c. Traditional letter grading systems should give way to written evaluations.

   d. Students should be permitted to choose their own teachers.

   e. Students should be encouraged to participate in evaluating the teaching in their school.

2. Professional Concerns

   a. There should be a pathway upwards within teaching for those qualitatively superior teachers who want to stay in teaching, but who need more autonomy and status.

   b. TEPS committees should be composed exclusively of practicing classroom teachers.

   c. Practicing classroom teachers should be represented on NCATE accreditation teams.

   d. Decisions at all levels requiring professional competence should be made by professionals.

## WHY STUDENT - TEACHER POWER?

Student Teachers have a life of their own.

Student teachers need to exercise the power that is available to them through their organizations. They must reject their traditional role of merely imitating their parent teacher associations and begin independently to take aggressive new initiatives for change in the three main areas that affect them: (1) in their college and university teacher education programs; (2) in their public school affiliations; and (3) in their growing awareness of power and political reality.

Powerless speaks to power.

In recent years, significant institutional and societal change and improvement have been effected by those groups historically excluded from power within those institutions. Witness the black man's drive for power, the growing militant movement among teachers, and the large scale student unrest. No institution in the U.S. has escaped the power drive and demands of its disaffected members. The churches are threatened by deep internal conflicts; educational institutions are being ravaged daily at both the public school level and higher education levels; political party links are being eroded and even violently torn away.

Responsible Revolution

Just as public school students are moving ahead of their teachers and administrators in their insistence on improvement, so student teachers will generally effect changes in teacher education institutions before their university and college faculties. By moving swiftly and cooly, student teachers may avoid violence, destruction and the kind of intransigence which projects "non-negotiable demands". It is not too late. Student teachers may yet influence the inevitable revolution in a very responsible manner and direction.

By acting now in an organized, bold, and sincere manner student teachers are uniquely positioned to influence responsibly the methods and direction of the inevitable change process simmering barely beneath the surface in teacher education institutions and public schools. The ears of top educational authorities are close to the ground, tuned in to the rumblings of valid discontent, and ready to respond openly to pressing concern, especially if this drive takes the form of reason and responsibility.